

leper patients, in the early stages of their disease, freely mingled with other people and spread the disease. Necessary rules should be framed for preventing such a state of affairs and leper asylums established in places where leprosy was prevalent in order to afford facilities for the treatment of the disease. Tuberculosis was also on the increase in the State. A tuberculosis sanatorium should be established at an early date in order to afford relief to the numerous patients who fell victims to the disease, being unable to get relief from the institution at Madanapalli.

DEWÂN'S REPLY : Mr. Kesavan Tampi, Government will be only too glad to enquire into any complaints against the system, or against the members of the Medical or the Sanitary Department if specific cases are brought to notice. Government, of course, will be glad also to receive any suggestions which are well thought out for improving either of these Departments. The Health Unit has only recently been started, and it is hoped that it will develop and do a lot of good to the people.

The evils of tuberculosis and leprosy have been recognised by the State, and as funds permit, Government will do their best to deal with them.

56. Need for educational reconstruction.

MR. T. A. THOMAS (*Kalkulam taluk, Group II*) prefaced his representation by a criticism of the present system of education and emphasised the necessity for changing the educational organisation in the State.

Among the many reforms that might be usefully introduced, the member suggested the desirability of starting a school of technology of a high school grade, in a central place in Travancore. Along with the ordinary general education, such subjects as dentistry, plumbing, electrical engineering, photography, painting, journalism, commercial correspondence, mechanical engineering, Ayurveda, banking, co-operation, automobile engineering, conveyancing, agriculture, forestry, diary farming and animal husbandry should be taught as optional subjects from the Fourth Form upwards, on a practical system.

Another suggestion was that the method of teaching English should be improved and that vernacular education should be placed on a higher pedestal to enable secondary education being given in the vernacular in course of time. English should be taught as a compulsory subject so that a working knowledge of that language might be acquired. In regard to the method of teaching English, the reading method of Dr. West based on his New Method Readers was said to be the best and the same should be tried.

The Government should encourage translations and, if possible, a Translation Board, like the one in the Osmania University, should be appointed.

Rural schools should have separate curricula of studies suitable to the life and environments of the village folk, with special provision for

imparting instruction in agriculture, rural industries, hygiene and sanitation, on a practical and occupational basis. Facilities should also be provided for extra curricular activities, such as bee-keeping, gardening, basket and coir making and poultry farming.

The working of the Text-Book Committees should be looked into. It would be a useful innovation if the Committees were asked to select three text-books on each subject and the same were sent for approval and final selection to an external expert who should remain unknown.

Government should encourage private enterprise in education and the departmental educational institutions, chiefly the self-supporting high schools, should be handed over to local bodies. This would greatly help variety and healthy rivalry in education and also free the Government from the embarrassment of a heavy educational budget.

Physical health among students should be insisted on and physical education should be made compulsory. The practice of merely conducting medical examination of students was no good. Sickly children should be compulsorily placed under treatment and should be allowed to continue their studies only after being certified to have been completely cured by competent medical authorities.

The *Administration Reports* of 1104 and 1105 showed that there was a fall in the strength of the colleges. The existence of three First Grade colleges in the town was a luxury, for which Travancore could ill afford to pay. The Arts and Science Colleges could be re-amalgamated and accommodated in the Science College buildings, the Girls' High School building being also utilised for the purpose, if necessary. Both the Girls' High School and the Women's College might be housed in the Arts and Training College buildings and the Training College and the Model School might be transferred to the Women's College buildings. There was no necessity for a separate chair for mathematics in the College for Women as there were only very few students in the mathematics branch of the College who could very well join the Science College. In place of mathematics, a chair might be instituted for "home economics" in the Women's College.

It was undesirable to run the Arts College Hostel on a caste basis. Further, the Hostel was a luxury in view of the large accommodation available in the Collegiate Hostel. Hence the Arts College Hostel might be abolished, by which a saving of Rs. 4,000 per annum could be effected.

The Training College could also be abolished temporarily, in view of the fact that more graduate teachers than were actually needed for the State educational service had already been trained. There were only very few departmental school teachers who had not undergone training. By suspending the College a sum of Rs. 36,000 spent on it every year could be saved. Government should also try to economise the expenditure on the Science College. There was very great disparity between the expenditure incurred per head per annum in the Arts and Science Colleges.

Men of aptitude must be encouraged to take study leave and go to the western countries for specialising themselves in educational subjects

and Government should offer scholarships for the study of education as a science. It would be worth while to study the system of "Folk Schools" in Denmark with a view to the economic reconstruction of the country by adapting the educational institutions to the real needs of the people.

There were still many departmental schools in caste Hindu centres, especially in south Travancore, which were not thrown open to all classes of people. There were some schools which could not be inspected by the Inspectress of Schools, since she happened to be a Christian. This was quite undesirable.

Tamil was once a very flourishing language and was the State language too. Nearly one-sixth of the population of the State was composed of Tamilians. But Tamil language was not sufficiently encouraged in the State. Tamil should be made an optional subject for the Vernacular School Leaving and Higher examinations. In places sparsely inhabited by Tamilians, concessional treatment should be accorded to Tamil primary schools in the matter of the requisite minimum strength. Sanction for opening new primary Tamil schools should not be withheld on the ground of vicinity of Malayalam schools.

The proportion of expenditure on education to the revenue collected was less in the taluks of south Travancore than in north Travancore. This inequality should cease. At least one more English High School for girls should be established in south Travancore. Since the cost of education per head through aided schools was much less than what it was through Government institutions, private enterprise should be liberally supported.

Finally, the member said that a complete overhauling of the educational system in Travancore was the greatest need of the day. The Government should lay down a definite and clear policy as to what their objective was and a competent mixed committee of officials and non-officials should be appointed to consider the ways and means of ushering in an era of real educational advancement in the State on useful and practical lines.

DEWAN'S REPLY: Mr. Thomas, your very interesting representation will receive sympathetic consideration. The Director has sent up proposals for the appointment of an Education Reforms Committee, and, I trust, no time will be lost in passing orders on that.

57. Education Department.

MR. N. K. PADMANABHA PILLAI (*Neyyattinkara taluk, Group I*) said that one of the most important question that should engage the serious and earnest attention of the Government was the question of overhauling the system of education obtaining in the State, in a manner suited to the conditions and needs of the times. The urgent necessity for reforming the existing system of education had been brought to the attention of the Government through the Legislative